

# Changes in Undergraduates' Beliefs in a Pre-service Teacher Training Program

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## 1. Introduction

Although teachers' beliefs relating to English education have been assessed in many studies, those of undergraduates have not been examined extensively. In Japan, undergraduates are required to register in pre-service teacher training courses offered by the universities to be a teacher in secondary school (Nayoro City University, 2013). In this program, courses that are included based on the educational personnel certification law are provided. School internship experiences are also included and could aid students in preparing to be a teacher (Hara, 2009). Traditionally, many Japanese teachers of English have taught their classes in the students' native tongue (L1), Japanese (Yoshida, 2013, September). Nonetheless, their English skills have been described as insufficient (Nikkei Inc, 2015, May 25). In addition, study abroad opportunities have been a useful experience when preparing novice teachers, particularly related to improved English language skill (Matsuda, 2002). This study will evaluate how undergraduates' principles in relation to English education change during the Special Lecture on English B Class that is held at Soka University.

## 2. Review of Literature

If undergraduates wish to be a teacher, they need to be enrolled in teacher training programs offered at universities. The students ought to select which school to teach such as kindergartens, elementary schools, and secondary schools. If they want to teach in secondary schools, they should choose which subject to teach such as English, mathematics, and science. The professors who supervise this program teach subjects that the teachers' license law require. The lecturers help the students receiving the teaching license. By studying in a foreign country, the students' and teachers' points of view respecting English education in Japan can be expanded by experiencing student-oriented classes. For that reason, past investigations have underlined the importance of positive impacts of studying overseas on Japanese students and teachers (e.g. Harada, 2013; Igawa, 2014; Pino & Robert, 2015). Yet, current secondary school teachers have not achieved high enough grades in placement tests (Nikkei Inc, 2015, May 25; 2016, April 5; Obun Company Education Information Center, 2016). For this reason,

this study will explore how students' English skills are related to their views about English education.

### (1) Pre-service Teacher Training Programs

The teachers' certificate is offered to students who have finished the compulsory subjects in universities that the MEXT accepts and school boards in each prefecture will present the students with a license (Teaching Profession Career Center, n.d.; 2016). Furthermore, students need to complete a nursing component in a special needs education school and welfare facility for one week (i.e. this is necessary for students who are intending to be a teacher in middle schools or primary schools). The goal of the nursing experience is to aid students who wish to be involved in compulsory education in deepening their knowledge relating to individual dignity and the philosophy of social solidarity through interacting with senior citizens and those physically challenged (Meiji University, n.d.). For instance, undergraduates walk with senior citizens and communicate with them. Yet, this depends upon the institutions. The undergraduates need to be involved in nursing experiences for two days in special education schools and for five days in welfare facilities. Lastly, undergraduates are asked to participate in a student teaching program in secondary schools. However, without passing the teacher recruitment test, they will not be able to become teachers.

### (2) Teacher Beliefs

There is a common belief that teacher beliefs are generated through past learning and teaching experiences. Earlier learning experiences can decide how that teacher wishes to teach and this section will discuss the past studies about teacher beliefs (Nishino, 2012). The teachers' principles about performing Communicative Language Teaching (CLT) in classrooms have been assessed by surveys that were composed of 80 questions and students' views about CLT can also help the teachers improve their teaching (Choi, 1999; Chung & Huang, 2009). In another study, meetings with the students were completed and several divergences have been discovered between the teachers' implementations of CLT in classroom instruction and the students' and teachers' views concerning CLT (Chung & Huang, 2009; Otani, 2013). Although both were thinking about CLT optimistically, the teaching was yet instructor-oriented and drill-determined (Choi, 1999; Chung & Huang, 2009). Per Choi (1999), tourism involvement in English-dialogue nations influenced their self-stated stage of English skills weakly. Likewise, their English skills affected their inadequate implementation of CLT.

### (3) Study Overseas Experiences

A small-scale investigation has been completed to scrutinize the influence of studying abroad on Japanese students and teachers (Igawa, 2014; Pino & Robert, 2015; Tanaka & Ellis, 2003). Two surveys were directed to confirm their participation in any study overseas courses and their understanding related to the influence of these courses. In another study, second language competency examinations were completed before and after their study abroad experiences (Pino & Robert, 2015). The respondents discovered their involvement category, influence of their involvement, and justification for their choice. Degrees of effect comprise language

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skills, education in various cultures, and cross-cultural understanding. Study overseas destinations included the United States, Canada, and Australia. Confidence could be gained by studying in another country. Tayama (2010) showed that English skills are affected by the duration of study overseas experiences (p.55). After the students become a teacher, time limitation would hinder their enhancement of English skills. Therefore, studying abroad for six months to a year before being a teacher can be valuable to enhance their English skills. Studying in a foreign country can help teachers and students learn new teaching methods and improve their English skills.

### (4) School Internship Experiences

If the undergraduates want to be a teacher, they can participate in a school internship to experience teachers' duties (Teaching Profession Career Center, n.d.). An internship is an elective but recommended by the Teaching Profession Career Center. The students can go to public schools for a year or six months and team teach during the English classes or teach after school. Additionally, the undergraduates can help the teachers print out papers or clean the classroom. In the teacher employment examinations, whether the students have taken part in school internship has been essential. The students go to the school once a week. By going to school internship, the students can grasp the current school environment. Sophomore, junior, and senior students can partake in school internships. By taking part in school internships, the undergraduates could integrate their knowledge gained during the university lectures (Hara, 2009). The students could watch several types of teaching approaches and decide their own teaching methods. This spiral learning could help students develop practice and theory in harmony (Ono & Yamada, 2017).

During school internship, students learn about the school by helping the teachers such as preparing for school events. The purpose of school internship is to aid undergraduates in deepening their understanding relating to schools and teachers' jobs. In contrast, the aim of teaching practicum is to help undergraduates develop the necessary skills to be a teacher. They write lesson plans and teach under their advisor's guidance. They also handle the duties as a homeroom teacher and put effort to understand the students (Ogura, 2014). For that reason, teachers' expectations are much higher for the teaching practicum than for the school internship. Yet, the school internship can be a basis for teaching practicum since they can observe teaching and school events for a longer period of time than the teaching practicum. In addition, they handle jobs that they cannot during teaching practicum. Teaching practicum lasts for three weeks for middle school. Conversely, teaching practicum in high school lasts for two weeks. Undergraduates observe their advisor's classes during the first week. They then start teaching by themselves in the second week.

### (5) Skills of English Teachers in Secondary Schools

There is a common belief that secondary school teachers' English skills are not high enough. The rough assessments suggested by MEXT were TOEFL IBT 80 points, Test of English for International Communication (TOEIC) 730, and Eiken pre-first grade (Yoshida, 2011, April). Even so, no more than 24.2% of middle school

teachers and 48.9% of senior high school teachers fulfilled this requirement even though 75.4% have experienced these examinations (Nakagawa, 2013, December). The Board of Education in Tokyo asked the teachers in public secondary schools in their third year to study abroad for three months to improve their English skills. Whereas these tests are not obligatory, 53% of the high school teachers have fulfilled this requirement thanks to the shift from teacher-centered to student-centered classes in 2013 (MEXT, 2014a). Eiken is held three times a year and consists of the fifth (beginner), fourth, third, pre-second, second, pre-first, and first (advanced) grade (Eiken Foundation of Japan, n.d.). This examination measures the four skills (i.e. listening, speaking, reading, and writing skills) and is helpful for entrance examinations for high schools and universities, studying out of the country, and receiving special treatment for entering companies. Regardless, no more than 28.8% of middle school teachers and 55.4% of the high school teachers received the certificate for Eiken pre-first test (Nikkei Inc., 2015, May 25). There is a gap in the percentage of teachers achieving this depending on the local government.

#### (6) Special Lectures on English Class Organized at Universities

Special Lectures on English Classes assess the Japanese teaching structure and how this is regarded by professors and students both outside and inside Japan (Morgan, 2017). These classes are based on the ‘student-negotiated curriculum’ where the lecturer and the undergraduates collaborate in organizing, selecting, and carrying out the class content. Each topic was covered during two lessons. First, the lecturer offers an article for discussion. Second, the undergraduates will go beyond the information given and do debating for the duration of the class. From the fall semester in 2006, Suzuka National College of Technology has introduced a new teaching style that highlighted the importance of spoken communication in English to promote undergraduates’ motivation to study English and English communication skills (Kusaka, Matsubayashi, & Deguchi, 2007). The classes were divided into four students per level and one foreign tutor oversaw their learning. The students could improve their communication skills per their level. More than 80 % of the undergraduates could be interested in communicating in English during the class. The undergraduates needed at least 500 for TOEIC score to be enrolled in this class since the discussion was completed in English for the duration of the class (Suzuki, 2014).

### 3. Statement of Problem

This study is unique because the relationship amid the undergraduates’ beliefs about English education and school internship experiences have not been analyzed. How students’ views are related to their education is still unclear and earlier views are unlikely to change (Nekoda, 2014, p.190). Past researchers have not examined the students’ understandings concerning CLT. Although the relationship amongst English teachers’ study abroad experience and their philosophies about CLT have been evaluated, those of undergraduates have not been scrutinized.

#### **4. Goal of Study**

The purpose of this study is to explore how undergraduates' principles relating to English education change for the duration of the Special Lectures on English B Class (the students do presentations, discussions, and debates during this class). This study will weigh how the teacher preparation curriculum, study overseas experience, and their English abilities are related to their viewpoints concerning English education.

#### **5. Significance of Study**

This investigation may help university Departments of Education determine how to help students improve their English skills before being English teachers in secondary schools. Similarly, this study may clarify the significance of increasing study abroad curriculum options for students to enhance their skills.

#### **6. Research Questions**

The ensuing research questions were framed to discover how undergraduates' views change during the Special Lecture on English B Class:

1. Investigate the undergraduates' philosophies relating to English education before the Special Lecture on English B Class (i.e. how they learned English and their opinions about this). Also, how do the lecturers' views about English education influence those of the undergraduates?
2. How do their philosophies change during the Special Lecture on English B Class?
3. Is there a connection amidst their principles respecting English education and their study abroad experiences?
4. Is there a connection amongst their views concerning English education and their English skills?
5. Is there a connection amid their principles about English education and their school internship experiences?

#### **7. Research Methods**

Initially, 50 students who were registered to English Teaching Methods Class II and III were targeted as participants for interviews, reflective journals, and questionnaire; nevertheless, only four students signed the letter of consent for the survey and merely one student completed the survey. Nobody signed the letter of consent for interviews or reflective journals; thus, the targeted participants were changed. The new respondents for this study were 13 students who were enrolled in Special Lectures on English B Class. These undergraduates were registered to the Department of Education. There were nine sophomores, two juniors, and two seniors and none of

them finished teaching practicum. There were three students who went to school internship and six students who studied in a foreign country. Similarly, there were seven students who were enrolled in English Teaching Method Class II and only one student who was registered to English Teaching Method Class III. In this study, how study overseas experiences, school internship experiences, students' English skills, and professors' principles concerning English education influenced those of these students were evaluated.

### **(1) Survey**

A survey called Beliefs about Communicative Language Teaching and Teaching Objectives (Choi, 1999) was used to understand how many students studied in another country and who went to school internship. This survey was altered. As well, the current author wanted to grasp their English skills. This survey is composed of four sections: Section I for philosophies about CLT and education purposes; Section II for instruction repetitions during the lesson; Section III for classroom and school education atmosphere in Korean background; and Section IV for individual contextual data. Section II and III were excluded from the present study since both sections were for in-service instructors. Section IV was adapted to extract necessary information from the respondents. Question 25 in Section I was omitted since the content was irrelevant to the respondents' background. Subsequently, the survey for this investigation included 24 questions for principles, and nine questions for individual data (see Appendix A-1: English inquiry form for Beliefs about Communicative Language Teaching & Teaching Objectives). A translation of the questionnaire was needed since the respondents were Japanese.

### **(2) Reflective Journals**

The respondents were asked to complete questions adapted from Japanese Portfolio for Student Teachers of Languages (J-POSTL) (published by Hisamura et al., 2014) to help considering their earlier learning experiences and deliberate how to teach after being an English teacher (see Appendix B-1 to B-4: English reflective journal questions adapted from Japanese Portfolio for Student Teachers of Languages (J-POSTL): For Pre-service English Teacher Education). The undergraduates answered several questions each time. The students answered questions on several factors such as past study involvements, methods, and their preference for teaching style, and activities to include in their classes.

### **(3) Interviews**

Both the professors and students were requested to volunteer for interviews. Interviews were completed to ask the undergraduates about their English skills, study overseas experiences, school internship experiences, past study experiences, and their goals for teaching (see Appendix C-1: English interview questions for students). The questions were created based on the research questions. Each interview was 15 to 20 minutes long. Moreover, the lecturers who oversaw the English teaching method classes were interviewed to examine how their views of

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English education influenced those of students (see Appendix F-1: English observation form and Appendix G-1: English interview questions for the lecturer who teaches English teaching method class II). In addition, English Teaching Methods Class II, III, and Special Lectures on English B Class were observed to scrutinize how these courses were taught and how CLT was taught.

### **(4) Text analysis**

The textbooks, assignments, worksheets, and the course outline for English Teaching Methods Class II, III, and Special Lectures on English B Class were examined to determine to what extent each was more teacher-oriented or student-oriented (see Appendix D: Criteria for Text Analysis).

### **(5) Observations**

Two observations were completed per class so that the content of the class could be understood. The classes that were observed were assessed using the following criteria: teacher-oriented, student-oriented, active learning, and CLT (see Appendix E: Criteria for Observations).

### **(6) Ethical Considerations**

Before collecting the data, all respondents were requested to sign a letter of consent for privacy purposes and to agree to participate in this study. A letter of consent clarified the progress and goal of the investigation and how the information was going to be kept. Additionally, the letter of consent notified the respondents that their participation was voluntary and their participation could have been stopped anytime without punishment. The respondents cooperated with this study only after accepting the information described in the letter of consent.

## **8. Findings and Discussions**

### **(1) Text Analysis Results**

In Special Lectures on English B Class, students were requested to do debates, presentations, and discussions. For that reason, this class is learner-centered. In contrast to the other two classes, the students learned by helping each other during this class. This is since this class consists of CLIL. The lecturer may have wanted to develop students' knowledge on both Japanese and foreign English education and communication skills. In fact, this was shown in the syllabus for this class. In English Teaching Method Class III, although the professor stresses

the importance of learner-oriented classes, he was obliged to provide teacher-oriented classes due to the students' demotivation about the classes. As a result, the students observed teacher-centered manner of teaching during the class. Hence, although the teacher wishes them to perform student-centered classes, they may perform teacher-oriented classes since the professor is performing teacher-controlled classes.

## **(2) Survey Results**

Two students who went to a school internship underlined the importance of using visual aids, allowing the students to do student-centered activities, and fluency. The higher the students' English skills were, the more they agreed to the statement that reducing the students' apprehensions were necessary. One student who scored 910 for TOEIC and Pre-first grade for Eiken indicated that developing the four skills in a balance was pivotal. This might be because Eiken measures all four skills. For this reason, Eiken may have had a strong influence on her opinions about improving the four skills. One recommendation could be that methods which can support undergraduates in improving their English skills before being an English teacher should be explored in future studies since there are a range of opinions regarding this relationship.

## **(3) Observation Results**

By observing English Teaching Method Class III, the current author discovered that the professor's principles regarding English education were related to a humanistic approach and student-centered classes. However, the class needed to be teacher-centered since there were many theories to be taught as he indicated in the interview. Findings from observing English Teaching Method Class II show that doing learner-centered classes may have been quite difficult for the students since they have not learned this way previously. The observation for Special Lectures on English B Class shows that the professor wanted the students to think critically during the classes because he asks them to do debates and discussions. He wanted to encourage them to learn by doing since he showed a useful website during the class. These findings show that he wishes them to learn independently. In addition, he believes that teachers ought to be supportive to the students.

## **(4) Interview Results**

After attending the Special Lectures on English B Class and English Teaching Method Class II, students' standpoint concerning English education shifted to student-oriented activities and CLT. These results show that Special Lectures on English B Class, study abroad experience, school internship experience, and English skills reinforced the students' preference for student-oriented way of teaching. One recommendation could be that undergraduates should have more chances to study in a foreign country since in the current system, not everyone can study in another country due to quotas. School internship experiences, Special Lectures on



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English B Class, and English Teaching Methods Class II helped the students understand the importance of considering the students' level and interests while developing lesson plans and activities.

### **(5) Reflective Journal Results**

The findings from the reflective journals show that the undergraduates wish to think about their students after being a teacher. All students noted that CLT and Cooperative Language Learning (CLL) are preferable methods to use in teaching since they are learning this way in Special Lectures on English B Class. The majority of the students indicated that learner-centered classes are preferable. Consequently, the writer discovered that past learning experiences can influence how students wish to teach after being a teacher. These match with the findings of earlier investigations such as Nishino (2012) and Nekoda (2014). The students wrote down that they want to include writing and speaking exercises in their teaching. Whereas students who have not gone to school internship and are not enrolled in English Teaching Method Class II pointed out that resources should be selected by teachers, those who have done both showed that suitable resources should be carefully chosen based on the textbook or by consulting the secondary school students. This implies that English Teaching Method Class II and school internship affected their principles about choosing relevant materials.

### **9. Pedagogical Implications**

This investigation identified the demotivation of the undergraduates who are now enrolled in the English Teaching Method Class III even though this was not the research question for this study. This might have been caused by their past negative learning experiences because this study discovered that most students had unpleasant learning experiences. This is related to Strauss et al. (1998, 2002)'s findings because this study and their study discovered that overcoming unhappy learning experiences require extended periods of time. This may result in a negative effect on the future English educators graduating from Soka University. Therefore, the Department of Education should consider how to address this issue. The undergraduates in English Teaching Method Class III resembled those in Kinukawa's (2006) investigation because of their lack of motivation about the class. Kinukawa (2006) showed that undergraduates are likely to lack communication skills, responsibility, and curiosity. They are also weak at making friends. They also lack independence, motivation, and confidence. Explicitly, they have a small circle of friends and struggle with cooperating with diverse people. Likewise, the students' apprehension about their existence is due to declining birth rate. The undergraduates need a place where they can share their apprehensions. Similarly, lecturers should understand that overcoming negative learning experiences is time-consuming. They should try to praise the students as much as possible during the classes.

Undergraduates need to be able to be flexible with their schedules such as having one day off each week to go on a school internship. Therefore, universities should think about reducing obligatory subjects and

increasing noncompulsory subjects. Correspondingly, they should have more chances to study overseas since not all students can study abroad because of capacity. Similarly, students should be able to choose which country to go to more than now. This study discovered that many learners had unsatisfactory English learning experiences and this was difficult to overcome. How to help them overcoming this should be evaluated in future studies. In addition, professors should try to praise students as much as possible during the classes to reduce their anxieties. This is because they may have been scolded or corrected by the teacher facing their classmates.

## 10. Conclusions

Study abroad experiences can aid students in expanding their viewpoints about English education. Hence, the universities should cogitate these facts to help students improve their skills to be an effective teacher. The university should deliberate about allowing only juniors to be registered to English Teaching Method Class II so that the students can effectively perform student-centered classes in the teaching practicum in the following year. Universities may need to introduce systems such as accepting students who are most likely to become teachers and students who have multifarious experiences and excellent skills to avoid the students being unwilling during the teacher training program. Presently, undergraduates can register to the teacher training program only after entering college and this system may need to be changed. Universities might need to clarify admission policies (MEXT, 2017). Teacher-training program may need to be more rigorous. Moreover, the professors who manage these classes may need to be harsher about the assignments and contribution for the classes. The Teaching Profession Career Center should allow the students to leave the teacher-training program even after being a junior or senior. The undergraduates should study English as much as possible before being an English teacher to improve their four skills. Accordingly, the students should study and apply for Eiken since this examination measures the four skills and courses that help students study for Eiken should be created sometime. Therefore, how to implement these should be analyzed in future studies.

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## Appendix A-1: English questionnaire for Beliefs about Communicative Language Teaching & Teaching Objectives      ID:

This questionnaire is about your beliefs about communicative language teaching. Please read 33 questions carefully and select the account from 1, 2,3,4,5, and 6 and circle the number. You can ponder on per description based on the English teaching method lectures that you are taking and please do not think deeply. Additionally, please write your attribute in Part III. This questionnaire might need 20 minutes.

6=Strongly Agree (STA), 5=Agree (A), 4=Slightly Agree (SLA), 3=Slightly Disagree (SLD), 2= Disagree (D), 1=Strongly Disagree (STD)

### Part I: Beliefs about Communicative Language Teaching & Teaching Objectives in the Classroom

#### 1. Your beliefs about communicative language teaching

To improve learners' communicative competence, in general, I believe that ...	STD	D	SLD	SLA	A	STA
1. It is important to teach all four skills: listening, speaking, reading, and writing.	1	2	3	4	5	6
2. The learner must reach as high a degree as possible of linguistic (grammatical) competence.	1	2	3	4	5	6
3. The learner must develop skills and strategies for communicating meanings in concrete situations.	1	2	3	4	5	6
4. The learner must become aware of the social and cultural meaning of language forms.	1	2	3	4	5	6
5. It is important to use activities, such as information gap or problem-solving tasks, which encourage exchange of meaning.	1	2	3	4	5	6
6. It is important to use drill activities.	1	2	3	4	5	6
7. It is important to use motivational activities such as games and songs.	1	2	3	4	5	6
8. It is important to consider learners' current skill level and offer texts proper to the learners' level.	1	2	3	4	5	6

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9. It is important for a teacher to give proper explanation and examples that are meaningful to learners.	1	2	3	4	5	6
10. It is important for a teacher to speak in English as much as possible for classroom instruction.	1	2	3	4	5	6
11. It is important to use authentic materials, such as magazines, newspapers, poems, novels, letters, menus, movies etc.	1	2	3	4	5	6
12. It is important to use audio-visual materials such as cassette tapes, videotapes, photos, over-head projections (transparency) and computers.	1	2	3	4	5	6
13. Learner-centered activities are more important than teacher-centered activities.	1	2	3	4	5	6
14. A pair or small group activity between student is more important than the teacher's lecture-type explanation.	1	2	3	4	5	6
15. Interaction between students is more important than teacher-student interaction.	1	2	3	4	5	6
16. Comfortable classroom atmosphere that aims at reducing learners' anxiety is more important than the teacher's authority that aims at helping learners to concentrate on the lesson.	1	2	3	4	5	6
17. Grammar needs to be taught in a communicative way, offering meaningful context, not just an explanation of separate grammatical items.	1	2	3	4	5	6
18. Fluency needs to be more emphasized than accuracy during oral production activities.	1	2	3	4	5	6

## 2. Main objectives of teaching English in your actual classroom

In general, the main objectives of my actual English classroom instruction are to ...	STD	D	SLD	SLA	A	STA
19. Help learners communicate fluently (listen and speak) in English.	1	2	3	4	5	6
20. Help learners read and write fluently in English.	1	2	3	4	5	6
21. Help learners have enough grammatical knowledge of English	1	2	3	4	5	6
22. Help learners have enough cultural knowledge of English	1	2	3	4	5	6
23. Finish the given textbook materials	1	2	3	4	5	6
24. Help learners receive high scores on the higher school entrance examinations.	1	2	3	4	5	6

## 3. Background Information

Please circle the most proper response or fill in the blanks.

25	Gender	male	female
26	Age		
27	Highest degree obtained		
28	Study overseas experience • trips are not included	Yes 1) country • area : period : 2) country • region : period : No	
29	The lectures related to English education in Soka University that you have taken • The lectures you have already taken or now taking	1) English teaching method lecture I 2) English teaching method lecture II 3) English teaching method lecture III 4) English teaching method lecture IV 5) Teaching and Testing Materials	
30	Have you taken TESOL, TESL or TEFL lectures in other universities and institutions (including overseas)?	Yes	No
31	Teaching practice	Done	Not yet
32	Have you ever taught at schools, cram schools, or conversation schools? This does not include private lessons and student teaching.	Yes	No
33	TOEIC score • Including IP examination (the highest score achieved within two years) (The date you got this score: _____)		
34	Have you ever been to school internship? Or are you now going to school internship?	Yes	No
<b>Thank you for your cooperation!!</b>			



**Appendix B-1: First English reflective journal questions adapted from Japanese Portfolio for Student Teachers of Languages (J-POSTL): For Pre-service English Teacher Education (published by Hisamura, Sakai, & Takagi, 2014).**

The purpose of this reflective journal is to help undergraduates reflect on their earlier learning experiences and ponder how to teach when they become an English teacher. Please read the questions carefully and answer the questions. There is no right or wrong for these questions. This reflective journal might need 20 minutes.

1. When you were a student in secondary schools, describe your English learning experiences. Was your learning experience positive or negative? Why? Please give examples and explain.
  
2. By being enrolled in pre-service teacher preparation courses such as method classes and student practices, what would you like to be able to do?
  
3. What method do you think is the best to use in English classes? Or are there any methodologies that you would like to combine? (E.g. Communicative Language Teaching, Audio-Lingual Method, Cooperative Language Learning). Can you give examples and explain the reason for your opinion?
  
4. In summary, which method do you think is better: traditional grammar-based classes or a style of Communicative Language Teaching? Why would you like to use this method?

**Appendix B-2: Second English reflective journal questions adapted from Japanese Portfolio for Student Teachers of Languages (J-POSTL): For Pre-service English Teacher Education.**

The purpose of this reflective journal is to help undergraduates reflect on their earlier learning experiences and ponder how to teach when they become an English teacher. Please read the questions carefully and answer the questions. There is no right or wrong for these questions. This reflective journal might need 20 minutes.

1. Do you think students should do group/pair work and interact with each other during the English classes or do you think the class should be teacher-oriented? Can you give examples and explain the reason for your opinion?
2. What type of activities would you like to include in your lesson when you become a teacher? Can you give examples and explain the reason for your opinion?
3. How would you like to help students cultivate the four skills (listening, speaking, reading, and writing) in a good balance?
4. Do you think accuracy is more important than fluency or vice versa? Why? How would this affect your teaching method?

**Appendix B-3: Third English reflective journal questions adapted from Japanese Portfolio for Student Teachers of Languages (J-POSTL): For Pre-service English Teacher Education.**

The purpose of this reflective journal is to help undergraduates reflect on their earlier learning experiences and ponder how to teach when they become an English teacher. Please read the questions carefully and answer the questions. There is no right or wrong for these questions. This reflective journal might need 20 minutes.

1. How would you like to help students learn foreign culture and respect their own culture? Can you give examples and explain the reason for your opinion?
  
  
  
  
  
  
  
  
  
  
2. How would you select resources that are relevant to the students' level?
  
  
  
  
  
  
  
  
  
  
3. How would you like to relate the content of the class to students' daily life?

**Appendix B-4: Fourth English reflective journal questions adapted from Japanese Portfolio for Student Teachers of Languages (J-POSTL): For Pre-service English Teacher Education.**

The purpose of this reflective journal is to help undergraduates reflect on their earlier learning experiences and ponder how to teach when they become an English teacher. Please read the questions carefully and answer the questions. There is no right or wrong for these questions. This reflective journal might need 20 minutes.

1. After taking the English Teaching Methodology Courses, did your opinion of different methodologies change? If so, how?
  
  
  
  
  
  
  
  
  
  
2. How would this affect your teaching method?
  
  
  
  
  
  
  
  
  
  
3. How did you teach either in cram schools or English conversation schools? (e.g. teacher-oriented, student-oriented). Why did you teach that way?

**Appendix C-1: English interview questions for students**

1. Have you ever taken Eiken, TOEIC, TOEFL examinations before? If possible, can you tell me your score? How do you think these tests can help you conduct English lessons?
2. By studying overseas, did your thoughts about English education in Japan change? If so, how did it change? What type of lesson would you like to conduct when you become an English teacher? Why did you come to think that teaching the four skills is important? How would you like to select resources that are right to the students' level? How would you like to teach grammar in communicative activities? (Why did you not study overseas? If you could, did you want to go? What impact do you think study overseas experience had on you if you went?)
3. After seeing English classes during the school internship, how would you like to implement your English lessons? Why did you come to think that teaching the four skills is important? Why do you think pair and group work are indispensable? (Why did you not go to school internship? If you could, did you want to go? What impact do you think school internship experience had on you if you went?)
4. Can you describe the most interesting English class you took when you were a secondary school student? When you become a teacher, how would you like to conduct your classes based on that learning experience?
5. When you become a teacher, what goal do you want the students to achieve? (E.g. being able to communicate in English, being interested in English).
6. To help students practice output (writing and speaking), what would you ask the students to do throughout the class?
7. What method do you prefer to teach? Why?
8. Recently, English education has been done in primary schools too. When teaching English to students, how would you like to do communicative activities so that they can be interested in English?

9. When teaching English at elementary schools, how would you like to support the students so that they can get used to English?
10. How did you teach either in cram schools or English conversation schools? (e.g. teacher-oriented, student-oriented). Why did you teach that way?

**Appendix D: Criteria for Text Analysis**

Student-centered

1. Does this course book/ handout allow the students to think, act, prioritize, rank, judge, and negotiate?
2. Does this course book/ handout include confirmation check, comprehension check, and request clarification?
3. To what extent are the 'whole-learner' resources included? Are there any patterns?
4. Do the materials allow the students to interplay meaningfully? Is there a conversational intention?
5. Do the resources allow the students to choose such as by disagreeing?
6. Can the students connect the resources to their daily life?
7. Does the course book/ handout help students responding in a long sentence? (for English teaching method class III)
8. Do the course book and handouts include WH-questions and short answer questions to allow the students answering with complete sentences? (for English teaching method class III)
9. What is the balance between the cognitive and physical activities?

Teacher-centered

1. If the students cannot realize that their learning is both memorable and personal, this course book/ handout is teacher-oriented.
2. Do the resources allow the students to behave actively?
3. Is there a focus on meaning instead of exact form in the resources?
4. Do the students grasp what the goal of the class is? How does the lecturer present this to the students in the handouts or syllabi?

## Appendix E: Criteria for Observations

### Student-centered

1. During the class, can the students think, act, prioritize, rank, judge, and negotiate?
2. To what extent are the 'whole-learner' resources included? Are there any patterns?
3. Can the students interplay meaningfully? Is there a conversational intention?
4. Can the students connect the content of the class to their daily life?
5. Does the class help students responding in a long sentence? (for English teaching method class III)

### Communicative language teaching

1. During the class, are concepts that are based on CLT (e.g. improve students' skills to communicate relevantly based on their semantic understanding) introduced?
2. Does this class recommend the undergraduates to help enhance students' conversational English skills when they become a teacher?
3. Does this class recommend the undergraduates to help students express their point of view in English when they become a teacher?
4. Does the professor ask the undergraduates to motivate students to utter when they become a teacher?
5. Does the professor ask the undergraduates to incorporate genuine communication and topics closely related to students' daily life when they become a teacher?

### Active learning

1. Does the professor introduce notions that are based on active learning (actively and cooperatively learning to discover and solve problems)?
2. Does the professor underline the importance of pondering about how the students in secondary schools learn?
3. During the class, are activities such as class discussion, think-pair-share, learning cell, short written exercise, collaborative learning group, student debate, and class game included to encourage active learning?
4. Do the undergraduates do group work, fieldwork, presentations, and reflections during the lecture?
5. During the class, can the students listen to other student's standpoints? Also, can they explain in their own words and help each other?



**Appendix F-1: English observation form**

**NOTES FOR PRE-OBSERVATION MEETING:**

1. What qualities do you think the undergraduates should have when they become an English teacher of secondary schools?
2. To cultivate the undergraduates' skills to imagine their students' skills and how they would respond during the activity, how would you like to help them? Also, how would you like to help them in developing imaginations to ponder the activities to do?
3. How do you think the English teachers in secondary schools should be? What type of skills and knowledge should they have? What type of teachers should they be?
4. What skills and knowledge should they have to be an English educator in secondary schools?
5. How do you help undergraduates experience and learn how to perform English classes such as Communicative Language Teaching? (What strategies/methods will you use to help the learners to reach this aim?):

**NOTES FOR POST-OBSERVATION MEETING:**

1. What do you think was particularly successful about this lesson?
2. What type of educational philosophy and principle does this class consists of? How is this class carried out based on these philosophies and principles? How are these philosophies and principles reflected as an approach?
3. Please describe your opinion about how the theories and practices acquired during the class would be useful for the undergraduates when doing student practice in secondary schools.

**Appendix G-1: English interview questions for the lecturer who teaches English teaching method class II**

1. When the undergraduates practice teaches in front of their classmates, do you want them to practice teacher-oriented method or student-centered method? Why?
2. So that the students can do an oral introduction that is interesting for the children, how are you planning to/ how did you help them?
3. How do you help undergraduates set goals and evaluation standard for classes?
4. How do you help them learn teaching processes and teaching techniques?
5. How do you help them create lesson plans for a 50-minute class and put that plan into practice?
6. To cultivate the undergraduates' skills to imagine their students' skills and how they would respond during the activity, how would you like to help them? Also, how would you like to help them in developing imaginations to ponder the activities to do?